WELCOME!
Teaching with Primary Sources—Middle Tennessee State University, administered by the Center for Historic Preservation, engages learners of all ages in using primary sources to explore major issues and questions in many different disciplines.

Contact: Stacey Graham or Kira Duke at (615) 898-2947 or www.mtsu.edu/tps

NEWS

• For those of you attending the Tennessee Council for Social Studies Conference on March 8, join us for the session “Oral Histories and Historical Memory: Soldiers in the Second World War” or stop by our booth in the exhibitor hall.

• Join us on May 4 to learn as we dive into the history of the Trail of Tears with Amy Kostine, former TPS GRA and current CHP Trail of Tears Historian. Email Lisa Oakley to register.

• Join TPS-MTSU and our partners for the first Discover Tennessee History Conference: Stories, Strategies, and Sources on June 4 at Jackson State Community College. For more information including the full agenda and to register, please click here.

“AWESOME” SOURCE OF THE MONTH:

[Portrait of Harriet Tubman] [1868 or 1869]
This image was recently acquired by the Library and shows a younger Harriet Tubman than we often seen in textbooks. Check out this blog for ideas about how to use this image with your students.

THEME: WOMEN’S HISTORY

March is Women’s History Month, and every year the Library of Congress, with other national institutions, maintains a special Web page dedicated to this topic. There are links for teacher resources, primary source images, and more, all public domain and classroom ready.

Do you know when Women’s History Month got started? The idea began with International Women’s Day in 1909, which is still celebrated on March 8. Then, a women’s history week was designated in the U.S. in 1982, with a full month officially given in 1987.

We at TPS-MTSU were surprised to discover that, although we have created newsletter issues on Women’s Accomplishments, Women’s Suffrage (vol. I and vol. II), and Women Leaders, we had not yet created a general Women’s History issue. Till now!

UPCOMING EVENTS:

• March 9 (Clinton) - “Beginnings of a Movement” workshop in partnership with East Tennessee Historical Society at the Green McAdoo Cultural Center from 9 a.m. to 3 p.m. ET. To register, email Lisa Oakley.

• March 29 (Memphis) - “Teaching Woman’s Suffrage” workshop at the Pink Palace Museum from 9 a.m. to 3:30 p.m. To register, email Kira Duke.

• April 5 (Bristol) - “Tennessee History Highlights/Hands-on-History Workshop” with East Tennessee Historical Society at Birthplace of Country Music Museum from 9 a.m. to 4 p.m. ET. To register, email Lisa Oakley.

• April 6 (Knoxville) - “The Civil War’s Impact in Tennessee” workshop, from 9 a.m. to 3 p.m. ET, at East Tennessee History Center. To register, email Lisa Oakley.

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Lesson Idea—Madam C.J. Walker, Entrepreneur

Madam C.J. Walker was born as Sarah Breedlove in Louisiana in 1867 to formerly enslaved cotton pickers. Her life represents a real American rags-to-riches story: orphaned at an early age, working her way up from washerwoman as a young single mother, self-educated, showing true instincts for business and marketing. By the 1910s, she had built an empire of hair-care products that not only made her a wealthy woman, but also empowered thousands of African American women working for her as product salespeople.

Show this advertisement to students at the beginning of the lesson. What kind of person do they think Madam Walker was? Are there any clues in the ad? What does this ad reveal about the buying power of African Americans during Jim Crow? How does the design of the ad appeal to this new market? What would these products be comparable to today?

Madam Walker was more than a successful businesswoman, however. She was also an indefatigable philanthropist for African American causes and a patron of the arts, which is apparent in the grandeur of her estate house, Villa Lewaro. Show students this brief video (1 min 44 sec; scroll to first video). How is Walker’s example unusual for both women and African Americans at this time? What is her legacy today?

This lesson idea meets TN state standards for 5th grade Social Studies (5.06) and high school U.S. History & Geography (US.05).

Lesson Idea—Dolly Parton, Entertainer

I think we can all agree that Dolly Parton is a Tennessee treasure. Start class by playing students the clip from her most recent performance, the “Dolly & Friends Medley” from the 2019 GRAMMY’s. Ask the students if they know who Dolly Parton is and discuss her significance to popular culture and Tennessee history. The teacher will fill in the gaps and guide class discussion. Please follow the links below in order to learn more about Dolly Parton using Library of Congress resources.

Next, the teacher will play “Coat of Many Colors” for students. Ask the students to listen to the song and refrain from writing anything down yet. After the song has finished playing, hand out the lyrics to students and ask students to follow along as you play the song a second time. After students have listened to the song a second time, give them the “Thinking of Songs as Historical Artifacts” handout and ask students to work in small groups to complete it for “Coat of Many Colors.” Teachers may want to remove the “illustration” questions on the Analysis handout as they are not as relevant to this lesson idea.

After students have completed the activity, the teacher will ask them to share their answers and analyze “Coat of Many Colors” as a class. Whole group discussion will allow for students to hear new perspectives on the song and ultimately create a better understanding of Dolly Parton’s influence.

This lesson can be combined with other famous Tennessean activities to meet state standards for 5th grade Social Studies (5.52) and high school Tennessee History (TN.61).

Links:
- Dolly Parton and the Roots of Country Music Collection
- Dolly Parton Timeline
- Locust Ridge, Tennessee
- Imagination Library – Letter from Dolly
- Library of Congress and Imagination Library
- Dolly Parton Gives the Gift of Literacy

Important Links:
- Women’s History Month
- Lesson Plan: Help is on the Way: Civil War Women and Relief Work
- Primary Source Set: Women in the Civil War
- Primary Source Set: Women’s Suffrage Across America
- Newsletter: March 2009: Women’s Accomplishments
- Themed Resource: Women’s History
- Rosa Parks Papers
- The Hannah Arendt Papers
- Clara Barton Papers
- Elizabeth Cady Stanton Papers
Lesson Idea—“He Was Struck Dumb”: Women in Agriculture

The documentation of women’s participation in what was considered male industries, such as agriculture, during World War I and World War II has been discussed extensively. This narrative, though valuable, can mask the fact that women played a large and important role in farming before, during, and after these global conflicts. By looking at their stories, we can see a broader history of women’s work and contributions to agriculture in American history.

Begin by providing the class this poster of the Women’s Land Army. After your students have analyzed the poster, have them report out on their findings. What is the message of this poster? How was the imagery used to communicate the message? What does this poster tell us about women’s work in agriculture?

After your students have reported on their findings, split them up into four groups. Give each of your students a copy of the Primary Source Analysis sheet (perhaps the prompt questions as well). Group one will be assigned an excerpt of an interview with Mrs. Elizabeth E. Miller; group two will read the “Program for Women” article in the Evening Times-Republican; group three will examine the “Farmer’s Prayer” in The Nonpartisan Leader; and group four will read the “Farm Women’s Problems” article, also published in The Nonpartisan Leader. In addition to completing the Primary Source Analysis sheet, encourage your students to think about the poster for the Women’s Land Army they analyzed earlier and how these sources relate to or differ from that primary source. It may also be helpful to preview these articles and print the relative portions out for your students using Chronicling America’s clipping function.

Once your students have analyzed the primary sources, have each of the groups read or report out what they wrote down for the Primary Source Analysis. After all your groups have presented, engage the class in a discussion on the role of women in agriculture. What do these sources suggest that the Women’s Land Army poster does not? How do they differ? Are there any similarities? How do these sources change the narrative of women in agriculture? What kind of roles did women take on in agriculture?

This lesson idea meets state standards for 5th grade Social Studies (5.48, 49) and high school Tennessee History (TN.16).

Featured Feature—2019 Summer Institute

Summer may feel like it is still a long way off, but TPS-MTSU is busy planning our annual summer institute! This year our three-day summer institute “The Dawn of the Modern Civil Rights Movement” will take place from June 12th to 14th and be centered in Knoxville. Building off last year’s institute “Beginnings of a Movement,” this year’s institute will focus on significant events, places, and people in the east Tennessee region that impacted the national Civil Rights Movement.

The first day of the institute will feature a talk by Dr. Cynthia Fleming, retired History professor from UTK and author of Soon We Will Not Cry and In the Shadow of Selma. In addition, participants will learn about the rich resources of the Beck Cultural Center. On the second day, our group will travel to New Market to tour the Highlander Research and Education Center learning about the rich history of this key organization. The institute will also feature a tour of the historic Knoxville College campus with Tiffany Momon, a PhD candidate from MTSU. The third day will explore ways to integrate this history and primary sources into the classroom. The institute will feature new educational resources and lesson plans from TPS-MTSU.

Attendance is required for all three days. In advance of the institute, participants will have three short readings and online reflections in the TPS Teachers Network. Participants will receive a $100 stipend and lunch each day. To hold your spot, register today!
SUFFRAGE ABROAD

Amalia E. Mallen de Ostalaza, Pres. of Nat [ional] Suffrage Party of Cuba [ca. 1910-1920]

While many equate the Suffrage Movement with America, women’s fight for equal rights was not limited to the United States. Have your students research suffrage movements in other countries. How are they similar to the movement in America? How do they differ? In what ways do you think their experiences differed from ours in the movement?

COMMENORATING AT HOME

Statue of Sacagawea at the humble, artistic rather than grand and manicured, Shoshone Tribal Cemetery spreads across the undulating prairie outside the town of Fort Washakie, Wyoming [2015]

Sacagawea is famous for guiding Lewis & Clark through the northern plains and into the Pacific northwest. This statue, at Fort Washakie in Wyoming, commemorates this leader near her supposed burial site. How does this monument portray Sacagawea? Can you tell why she’s famous from the way she is portrayed? When do you think this statue was made?

WOMEN IN SCIENCE

Mme. Marie Curie [n.d.]

Marie Curie was born in Warsaw, Poland in1867. Marie and her husband, Pierre, worked tirelessly in the field of radioactivity. The Curie’s continued their research and discovered both polonium and radium. In 1903, Marie and Pierre were awarded the Nobel Prize for Physics. In 1911, Curie was awarded another Nobel Prize for Chemistry. How did Marie Curie’s findings impact our world and today’s scientific field?

WOMEN IN THE SERVICE

Photo of Lieutenant Commander Holly Harrison speaking at the Women in Military Service for America Memorial, Arlington National Cemetery

Lieutenant Commander Holly Harrison was the first woman in the U.S. Coast Guard to earn the Bronze Star during the Iraq War. After returning from the Persian Gulf, she became the executive officer of the Maritime Law Enforcement Academy. However, women were not always allowed to serve in all the branches of the military, gain an officer’s commission, or serve in a combat role in the U.S. Why would it be important that women be afforded the same opportunities to defend their country?